

BELLS ELEMENTARY

12088 Bells Highway
Ruffin, South Carolina 29475

GRADES K-5 Elementary School

ENROLLMENT 318 Students

PRINCIPAL Cordelia Jenkins 843-866-2417

SUPERINTENDENT Charles W. Gale Jr. 843-549-5611

BOARD CHAIR V. Wayne Shider 843-549-5715

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	16	69	43	2

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 16 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Average	N/A
2002	Average	Average	N/A
2003	Average	Average	No
2004	Average	Unsatisfactory	No

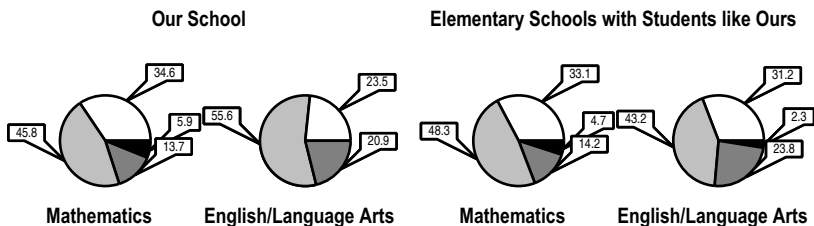
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

60.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	163	98.8	23.0	55.9	21.1	0.0	32.2	Yes	Yes
Gender									
Male	82	98.8	26.7	53.3	20.0	0.0	26.7		
Female	81	98.8	19.5	58.4	22.1	0.0	37.7		
Racial/Ethnic Group									
White	58	100.0	20.8	54.7	24.5	0.0	37.7	Yes	Yes
African-American	100	99.0	25.0	55.2	19.8	0.0	30.2	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	134	99.3	15.3	58.9	25.8	0.0	37.9		
Disabled	29	96.6	57.1	42.9	0.0	0.0	7.1	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	163	98.8	23.0	55.9	21.1	0.0	32.2		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	162	98.8	23.2	55.6	21.2	0.0	32.5		
Socio-Economic Status									
Subsidized meals	140	98.6	24.6	56.2	19.2	0.0	30.0	Yes	Yes
Full-pay meals	23	100.0	13.6	54.5	31.8	0.0	45.5		

Mathematics - State Performance Objective = 15.5%									
All Students	163	99.4	34.6	45.8	13.7	5.9	36.6	Yes	Yes
Gender									
Male	82	100.0	35.5	40.8	21.1	2.6	32.9		
Female	81	98.8	33.8	50.6	6.5	9.1	40.3		
Racial/Ethnic Group									
White	58	100.0	26.4	45.3	20.8	7.5	43.4	Yes	Yes
African-American	100	100.0	40.2	45.4	9.3	5.2	33.0	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	134	99.3	26.6	51.6	14.5	7.3	42.7		
Disabled	29	100.0	69.0	20.7	10.3	0.0	10.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	163	99.4	34.6	45.8	13.7	5.9	36.6		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	162	99.4	34.9	45.4	13.8	5.9	36.8		
Socio-Economic Status									
Subsidized meals	140	99.3	35.9	45.8	13.0	5.3	35.9	Yes	Yes
Full-pay meals	23	100.0	27.3	45.5	18.2	9.1	40.9		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	46	95.7	28.2	46.2	25.6	N/A	25.6
	Grade 4	55	100.0	33.3	50.0	16.7	N/A	16.7
	Grade 5	52	98.1	34.0	56.0	10.0	N/A	10.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	55	98.2	11.3	54.7	32.1	1.9	34.0
	Grade 4	44	97.7	27.9	51.2	20.9	N/A	20.9
	Grade 5	64	100.0	28.6	58.7	12.7	N/A	12.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	46	100.0	30.0	32.5	27.5	10.0	37.5
	Grade 4	55	100.0	25.9	48.1	18.5	7.4	25.9
	Grade 5	52	100.0	25.5	62.7	9.8	2.0	11.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	55	98.2	15.1	60.4	18.9	5.7	24.5
	Grade 4	44	100.0	34.1	34.1	18.2	13.6	31.8
	Grade 5	64	100.0	49.2	41.3	9.5	N/A	9.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 318)				
First graders who attended full-day kindergarten	83.3%	N/C	100.0%	100.0%
Retention rate	3.4%	N/A	3.9%	2.7%
Attendance rate	94.5%	Up from 94.4%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	9.9%		7.0%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	11.1%		5.3%	3.5%
Eligible for gifted and talented	7.2%	Down from 9.4%	5.7%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.7%	Down from 8.8%	8.0%	8.2%
Older than usual for grade	2.5%	Down from 4.2%	2.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.6%	Up from 0.0%	0.0%	0.0%

Teachers (n= 24)				
Teachers with advanced degrees	41.7%	Up from 37.5%	49.5%	51.4%
Continuing contract teachers	83.3%	No change	82.3%	87.5%
Highly qualified teachers**	100.0%	N/A	92.8%	95.0%
Teachers with emergency or provisional certificates	13.6%		2.9%	0.0%
Teachers returning from previous year	81.5%	Down from 85.9%	83.9%	86.7%
Teacher attendance rate	94.8%	Up from 88.2%	94.7%	94.9%
Average teacher salary	\$37,722	Down 0.9%	\$40,046	\$40,760
Prof. development days/teacher	15.2 days	Up from 9.7 days	13.4 days	12.4 days

School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	14.4 to 1	Up from 13.9 to 1	17.2 to 1	18.9 to 1
Prime instructional time	85.9%	Up from 80.9%	89.1%	90.0%
Dollars spent per pupil*	\$6,006	Up 8.0%	\$6,652	\$6,044
Percent of expenditures for teacher salaries*	69.4%	Down from 73.2%	64.3%	65.9%
Opportunities in the arts	Fair	Down from Good	Good	Good
Parents attending conferences	99.1%	Up from 99.0%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	100.0%	92.0%
Highly qualified teachers in high poverty schools**	95.2%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	No

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The faculty and staff continue to follow the School Renewal Plan. The strategic plan addresses the need to improve math and reading scores. Parents, teachers, and community leaders jointly wrote Academic Assistance Plans for those students who scored Below Basic on the Palmetto Achievement Challenge Test (PACT). These parents, teachers, and community leaders met quarterly to discuss student progress towards grade level standards.

The academic program at Bells Elementary continues to improve. The instructional program for kindergarten is the Building Blocks model. The elementary English Language Arts instructional model is Four Blocks. Four-Frame Mathematics is the instructional model for elementary mathematics. Bells Elementary is a Title One School and receives additional funds for staff development, parenting, and instructional supplies. This year's focus was on math and language arts through the use of Title One Consultants. Although Reading Recovery has been eliminated, selected students were formally assessed in reading. The special area teachers continued to work to meet district and state goals. Reading Renaissance Program continues to be used as a reading incentive program to improve the reading skills of all students.

Through a State Department Grant we have adopted the Americas Choice Model to improve our reading and writing skills. Summer school will be added through this program. A science coach will be added to help in improving students' science skills.

We have implemented a tracking system to monitor poor school behavior and identify underlying causes. Our parent-school team will continue to work toward solutions.

We have a small group of parents and community members who are actively involved in our PTO and School Improvement Council. We encourage our parents to become more involved in the school and its activities. We are very proud of our project for helping the homeless. We continue to be involved in our community.

Roger Hudson, Principal

Deborah Lawton, School Improvement Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	25	48	33
Percent satisfied with learning environment	88.0%	78.7%	68.8%
Percent satisfied with social and physical environment	91.3%	75.0%	71.0%
Percent satisfied with home-school relations	68.0%	74.5%	63.3%

*Only students at the highest elementary school grade level at this school and their parents were included.